Response to Intervention
Cohort training session:
MTSS: Integrating Academic and Behavior Intervention Into a Single System

Session 2

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Session_2_3_8_2012_Part2.mp3 - Welcome

Dr. George M. Batsche, Professor and Co-director
Institute for School Reform
School of Psychology Program
University of South Florida

1:00 pm – 4:00 pm with break

Data-Based Problem Solving: Instructional and System-based

Defining and Articulating the Content of a Multi-Tiered System

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Dr. Batsche: We're actually gonna finish where we need to be today you're gonna get a reflection in a moment so that you spend more time at your tabletop. Two things, yes. Oh just stretching. All right, I would like to address two things. One is using the Swiss system you certainly can take minor infraction data, and it is designed to do that. And in some of your districts you're beginning to do that process. What we have found up until now without the leadership of some of your districts doing this is that the process of entering those data was more than some people wanted to do. So any time that you can minimize the number of steps to data entry, so if you have to have teachers filling out forms and that kind of stuff. Some will do it some won't, the compliance rates are highly different, which then affects your data.

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Dr. Batsche: Any time that you can automate that with the minimum number of steps, the rule is three clicks or less people will do it. More than three clicks, good luck. So we kind of operate on that principle. And I didn't want to miscommunicate or misconstrue that; the other thing that seems to be causing a little bit of buzz is running record. So I want to clarify that so that there is common language, common understanding, check for understanding. Running record data are rich and meaningful. It's how you organize and interpret and use those data that is the issue. Running records fall under the classification of data as qualitative data.

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Dr. Batsche: And qualitative analysis have be used with qualitative data. Typically that analysis is thematic determination. What themes are running through? And as you develop a theme you then check to find, since you're now expecting a theme does that

reoccur. So that data analysis then that's being done, that's very helpful. But lets take Aimes Web. When Aimes web is used in a way that it's not intended to use, it's not meaningful. So this is not about running record. It's not about Aimes Web; it's not about one form of observation or another. It's being sure that as you do your data collection maps, you don't just look at the data you're collection. You're looking at what it's being used for, and be sure that there is an alignment between its application and it's collection.

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Dr. Batsche: So, here is where you get into a pressure point. If you can only have one data collection system what are you gonna do? You're gonna be in trouble. Because there is no one data collection system that is gonna answer all the questions. It's that simple, so here is a suggestion for you to consider. As you develop your data maps, be sure that it aligns with a purpose, and be sure that your data are complementary. Why would you have two or three methods of data collection that were giving you the same information? And none that gave you a different one. And then you can't just have those data maps. You have to show how they're used in the decision making process. So we are using Aimes Web, or universal screening to get this data at that tier for these kinds of decisions.

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Dr. Batsche: We are using running record in this way to get these data for this level of problem solving. You have to put it all together the data source and the context, and communicate that. There is no attempt here to disenfranchise anyone. My comment was that running records when attempting to be used to predict future performance of students is not particularly helpful. But then you're using it for something it was never intended to be used for. Does that make sense? So then what is? It depends on what you want answered, that is one of the best questions I've heard today. Because, and here is gonna be wherever Doug went, there he is. Here is gonna be the university guy coming out again in me, not really it's just a guy who uses data.

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Dr. Batsche: And to be honest with you I'm gonna point out a potential difference between the PBIS, if I'm in Virginia or Illinois. And the RtI side of this. Traditionally the way that applied behavior analysis has done problem solving, has been more inductive to look at the data you have, draw conclusions from the data. Are we okay? Okay. The problem solving process, the four step Burgen, Cradewill, (?) others that RtI is kind of based on, says you collect data through problem identification. You then ask the

question, why are they not able to do this? You develop hypothesis so I'll give you an example. The kid is acting out in order to get out of doing work he doesn't like or can't do, are we all comfortable with that hypothesis?

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Dr. Batsche: Okay. It's one that we hear 100 times. So how do we approach that? In our model, which we'll talk about in a few minutes, what we say is problem identification. Currently completing 20% of the work, the goal is 70% of the work. We want to do that in six weeks. The difference between 20 and 70, lets say 5 weeks just cause of math in my head. Difference between 20 and 70 is 50. If we're gonna hit the goal our weekly growth rate has to be 10% additional assignments every week. If a kid gets 20 assignments a week, 10% of 20 is 2. So our aim line starts at 20% of 20, which is 4. 6, 8, 10, and by the time we get up the line, we're at 75%, or 70% of the assignments, great. Now we've go the structure. Effective interventions have to hit the two a week.

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Dr. Batsche: But now we're gonna go before we develop interventions and say, what are the hypothesis about this. How do we test those hypothesis? If a kid is acting out to get out of work he doesn't like or can't do, what would you expect that kid would be doing for those times of day where he did like the work and could do it? Help. Not acting out. So we would identify work the kid is successful at, identify work the kid's not successful at, and collect observational data between those two things to find out if our hypothesis is right. If it's not right, our intervention would have been misguided. So one of the things that we've done in Florida is to combine that inductive method with this problem solving into a single one. And it retains the elements of both of them. So when we're looking at data therefore, we don't ask the question you just asked, which is the question of the day.

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Dr. Batsche: We don't select the data until we decide what it is we're trying to accomplish with the data. In the university speak, data are dependent measures. That means the data you pick are dependent upon the question you're trying to answer, and you don't pick the data until you pick the question. So do we have any school psychologists, guidance counselors? Great, awesome thank you. One of the things that drive me crazy is people going in classrooms and doing an observation, I say well what are you observing. Well I'm trying to observe the general flow of the classroom. In other words you're trying to watch, see if stuff floats. Right? What are you doing? You're spending time to collect data without the purpose of the data. So I'm gonna go in

a classroom, and if I believe that a kid is getting out of the seat, because when the kid gets out of the seat the peer group reinforces the kid.

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Dr. Batsche: And the only time the teacher interacts with the kid is when the kid's out of the seat, the kid's getting the peer group attention and the teacher attention for being out of his seat. And it confuses people why he's out of his seat, that's where the beer is. So he's going there. Well that's a great hypothesis, if we developed a whole interventions around it to do all sorts of stuff that'd be great. But we need to know whether that's what's happening first. So we go into a classroom do observation, and if our hypothesis is right, when the kid is out of the seat the peer group will be reinforcing him. The only time the teacher will be interacting with the kid, not reinforcing for in the seat, going Scott, Scott. Where you supposed to be? So it would verify the relationship between the academic stuff, and then we would go to do interventions. So I would pick the data on the basis of what question needs to be asked.

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Dr. Batsche: In October if we want to know which kids are at risk for not making the end of the year stuff, we give a certain assessment on our Florida Assessments for Instruction in Reading. It comes up with a PRS score; the PRS score is the first score the teachers look at. What is the probability in October the kid is gonna pass the high stakes testing in April. And if it's 40 that's not good. So if Scott here is 40, and Tina is 90 and the teacher sees that in October, who is the teacher going to start spending more time with? Scott. As, he said as should be done. Okay. But we wouldn't use that if we want to know why is Scott struggling with a particular that would be something else. So ask the question first. And then select the data. That will keep you honest; it will have everybody have a place at the table.

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Dr. Batsche: And we're not going to be pitting one thing against another. So can I stop with that there? Now the easier thing to do is to simply develop a protocol and do it, but then people push back cause they don't understand. Someone may have thought out why we're taking the data now, and what questions we're gonna ask. But unless everybody understands it, there is going to be pushback. Check for understanding. So does that get at some of the questions around this? I'm looking to the people who asked, or do you have more questions? Okay, all right. Integrating the tiers, and then you're gonna have a reflection. I'm gonna draw heavily from the behavior side of the

research on this. Generalization and transfer of training strategies tell us how to help kids move one behavior set repertoire from one setting to another.

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Dr. Batsche: And be able to train in a way, train loosely so that kids can move their behavior from one place to another. So lets go back to an ABC model, and we'll use this for academics and behavior. For every behavior unless it's random, or a thought disorder, kids have some of these behaviors. There is something that occurs before a behavior happens, and something that occurs after the behavior happens. So the ABCs. Antecedents, behavior, consequences. The nature of the antecedent determines whether or not that behavior will move across settings. So when the antecedent is so specific to a setting that when the kid goes to another setting there are not antecedents that look like that, the kid doesn't relate the behavior from here to here. So with elementary kids how do we do that on the academic side? We do it by having similar materials at least for you apply all that stuff to the core instructional materials here whatever they are.

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Dr. Batsche: And then the kid takes the book back. And it's the same one used in the classroom. If we're doing behavioral interventions with kids, the worst thing you can have happen in a school wide program is that we have a school wide program, and then every teacher uses different prompts with kids. And they don't get it. When we did a, a stop and think kind of thing that a colleague and I developed a number of years ago, we had middle school kids that transferred from elementary to middle school. And when they saw the stop and think signs when they walked into the middle school they were like, oh expletive. Not here too. And we were like, yes. We win. Now if they had had a whole different system, all the training had, the kids would be going what's that? See you behave or you die.

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Dr. Batsche: That's what that is. So it is incumbent upon the adults not kids to figure out how to transfer from one to the other. So if we're integrating the tiers, everything is how is what we do outside of core, how do we link those antecedents? So that the kids clearly understand that what I did here is what I do here, and if I did it well here I'm gonna do better here. So now I'll give you a concrete example using an academic example I gave a behavior one before. Fifth grade kid actual case, and I didn't no. I didn't put it up here. Fifth grade kid and I'm gonna try to get the numbers. Fluency is at

the mid second grade level, oral reading comprehension is at the mid third grade level, so if you want to write these down this is important.

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Dr. Batsche: And listening comprehension is at the late fourth grade level. But fluency is second grade. And I'm gonna just make a side comment for the high school people here. There is a feeling out there that among people that, as long as the fluency is sufficient to support comprehension it's okay. Particularly those people who just look at comprehension. And that's true until we get to high school, and then if you take a look at the, and you can figure this out. If you take a look at the average number of pages that students are assigned to read at high school every night, divided by the amount of time that the kids have to do that. You will find out that their reading fluency rate has to be around 100 to 120 words a minute in order to just get through the assignments. So if we've happy with 45, 50, or 70 words a minutes that may support comprehension.

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Dr. Batsche: But it's efficiency model as well. Kids that are fluent in 70 words a minute are gonna have to take another hour and twenty minutes to read the material in high school. That will serve as a barrier to them, so fluency is also an efficiency issue as the amount of material goes up as the grade level go up. So back to this kid. This, I'm gonna tell you the decoding, for the literacy people in here you get it. CAT. C A T. CA-AT. What is that word? C, A, T, no automation. Can't pull it together, gets so you do hand over hand right. So you say cat, just say it read it okay. Scott read it next. Three lines down high density for repetition text, cat is in there again, what's he gonna do? C-A-T.

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Dr. Batsche: And you want to think you know, just, maybe if I get the, like the car, you know there is a loose wire. I don't know which it is but if I just shake the whole car, the the wires will reattach. So clearly it was a problem, this kid was eligible for title 1, and he was also eligible and in an SLD class. So how do we integrate the tiers? Number one, structurally we have an intervention plan. One intervention plan. One intervention plan. The IEP is part of the intervention plan, but it is not the intervention plan. In the intervention plan it spells out everybody's role. So how many of you are reading teachers? Okay, so look at your numbers. Kid is decoding at the beginning of the second grade level. Oral reading comprehension middle of third grade level, and listening comprehension is late fourth grade level.

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Dr. Batsche: What does that tell you about this kid that is different from a typical kid? So this kid is reading at the mid second grade, beginning second grade level. But comprehension this kid is deriving meaning from text that he's having struggle reading. But that's right. Absolutely. But the issue about this kid is when your comprehending much about the level you're fluent, kid's brining something to the table. The kids is filling in. Don't know whether he's using a comprehension clues whatever, that kid is deriving something from nothing. And then listening comprehension is almost at grade level. Do you suspect this kid has vocabulary problems? No. Suspect this kid has comprehension problems? Only depending upon what pony brings the words, so special Ed teacher focusing purely on the automaticity.

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Dr. Batsche: Following individual diagnostics what have you. Title 1 teacher is focusing on bringing that fluency into text, but using the core instructional materials from fifth grade. The fifth grade teacher provides the special Ed teacher, and the title 1 teacher with lesson plan two weeks ahead of time. Both of those teachers have the books. So when the special Ed teacher is working on increasing fluency, they're picking the words form the actual classroom book that the kid is gonna be using next Tuesday. And leveling the words, you're a reading expert you would know which of those words in the paragraph to pick for the appropriate level. As opposed to using some material that's not related to the text. This kid is not fluent enough yet, and we observed this kid for participation in his reading group.

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Dr. Batsche: How many times he raised his hand to answer questions? His general engagement, it was flat lined. The title 1 teacher is ensuring oral listening comprehension, working on trying to put the fluency into a sequence. But pre-teaching this kid three sentences in every passage and letting the teacher know in the general education classroom, which sentence this kid has been pre-taught. So when it comes time for oral recitation, which this school does. The teacher says Scott would you please read the next three sentences. Scott knows he's been pre-taught, the teacher knows, but now Scott is engaged in the behaviors that other kids have in the reading group. And is raising his hand to answer questions. If that's not the case then rhetorically I want to ask you this question, what good is the 90 minutes doing to keep him in core?

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Dr. Batsche: If his skills are so far out of range, so you have to either integrate it and make that meaningful or do something else. But you're losing 90 minutes of instruction. What good is it to have kids in social skills training groups with certain prompts and then no one else in the building using those prompts? Whatever school wide social skills program you're using, that's the prompts that should be on the busses. It should be on the police cars in the neighborhood, it should be for males stop and aim. Okay. That's a building principal issue. I never understood why in the bathrooms, in the boys bathrooms the girl's bathrooms were always clean. The boy's bathrooms it looked like they were studying water propulsion theory. So I threated to put stop and aim up.

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Dr. Batsche: So let me just stop there and ask see what questions or reflections before we go on, questions you might have about integrating the tiers? All right then let me leave you with this question then we'll go to our reflection. I know you're getting tired. Do general education classroom teachers understand that when they're using behavioral prompts for kids with behavior, that they would use the same problem solving prompts for the kid for an academic task eh was struggling with? Or just for behavior? Or I'd say Scott, Scott he's like slams down his paper. It's like Scott, lets stop and think. Do you want to make a good choice or a bad choice? This stuff sucks. Do you want to make a good choice or a bad choice?

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Dr. Batsche: I can't do this Mr. B. I don't get any help. Scott good choice or bad choice? I just want to leave. Would that be a good choice or a bad choice? And you restructure him around to good choice, but I don't know what to do. Just say good choice or bad choice. All right good choice. You tell me what you think you're supposed to do here, and then you guide the kid through instead of social emotional steps, you guide the kid through the engage steps for the academic tasks. So if teachers see they can use the same problem solving process to integrate academics and behavior they'll do that, and it's much more efficient. Well I got his behavior under control, but I still can't get him do the work. Excuse me? I thought the behavior under control meant doing the work. My error.

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Dr. Batsche: So that's why this has to come together okay reflection. And this is, because we're gonna begin with some of this problem solving tomorrow, I'm gonna give you about 10 minutes to do this. But I would like to give you a prompt first; I don't know

what happened here. I would suspect the bulb went out, but that's a hypothesis. I don't know what data I would have to collect in order to…I think my hypothesis was wrong. I had another hypothesis and that was push the button, so it'll probably, it'll probably come up. In the 8 step problem solving process we're gonna talk about tomorrow to overcome system barriers to implementing MTSS, there is a step that asks you to identify all the resources you have to do this. Which was one of your other reflections.

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Dr. Batsche: What is it the district has to support you is part of that. And the second one is what obstacles exist as barriers to implementation at your level? Whether that's the school, the district, or the state. So I'm gonna give you ten minutes brainstorming applies. Just throw out resources on the table. At the five minute mark I'm gonna ask you to throw out obstacles. Please start now.

[Tape Cuts]

Dr. Batsche: Okay folks if you can spend a minute wrapping up your discussion.

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Dr. Batsche: Okay for the purpose of efficiency, what are give me an obstacle. To doing it at your level, we're gonna do four of these, so the faster you do em'. A benchmark a goal, what's an obstacle? You don't love me anymore. Thank you.

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Dr. Batsche: Okay, yes. That they don't have the process uniformly done and the result of that is inconsistent and therefore it isn't implemented. That's what we're gonna talk about tomorrow, but something that came up in our discussion here. And since it came up here, I will go ahead and use it. When we're systems problem solving, just tuck this questioning the back of you head. I have a list for you to use tomorrow. Tier 1 skills are the skills you want everybody in your building to have. You can organize your thinking about your staff skills as tier 1, 2, and 3. And then putting the professional development in around the need for those skills. The systems model works perfectly. There was a question at another table about how could we get parents to agree with something that I mentioned, it doesn't matter what I mentioned.

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Dr. Batsche: At a school level if I were the building principal, I'd say that's a great question. We're gonna use our problem solving process to figure that out. What is it we want to do? We want to have 90% of the parents agree with this schedule shift. Why wouldn't they do it? What are we gonna do about it? So we come up with a plan around that system obstacle. That plan is the same steps, expand it a little bit, as the four-step problem solving process. And I want to thank you for that answer that you gave, because it is the number on obstacle to implementing and scaling this up, is when you don't have a core set of skills sufficient enough to support the model. You can't have a few people working their tails off to support it when if everybody was doing it it would be a no brainer, and that's why it comes back to leadership leadership, leadership.

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Dr. Batsche: Absolutely. And the same issue came up in some other tables. What's another obstacle? Number two. Quickly. Thank you two points. Use em' wherever you want. The biggest obstacle is time. Absolutely. Okay. So I'm gonna give you advanced organize for something that we'll talk about tomorrow, the effective school's literature. And I've sited a couple of studies and I'm giving you some stuff we've done in Florida. We had tons of low performing schools with more than 40% of the kids at risk, diversity, language, the whole bit all the way up to 99% English language learners. 95% free and reduced lunch.

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Dr. Batsche: Blah blah blah. And we tracked these schools not me, but the people who did this in Florida. We tracked the schools for about four years. And at the end of four years there was a whole group of those schools that were identical at the beginning, that were proficient and whole bunch of them that were not. Two years was spent going into the not and the yes to determine how they were different. I will show you all of the factors tomorrow, but one of them that had a significant impact on our practices and that schedule I'm not gonna call it back but you might remember it. Was that in the schools that were highly effective, the number of minutes that teachers stayed after the bell averaged 32-minutes. And in the highly effective school the number of minutes that passed after the bell was 78. Now I'm in no way, the conclusion that you might be drawing is not the conclusion I'm drawing.

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Dr. Batsche: When teachers have time to plan to work etc. you get better results. There is no way we're gonna say teachers should stay after they're single parents. I

mean come on we can't do that, nor should we. So what happened in that school district and in Hillsborough, which is the eighth largest school district in the United States, is every Wednesday afternoon became early release. Because the relationship between time and student performance is so strong, that they made time by early release. Well you can imagine the outcry, but it was databased. School board stuck to it, that school board will make some hard decisions. So every, it's either every Wednesday, or every other Wednesday. And in the union contract for that was that no professional development could be done during that time.

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Dr. Batsche: It was teacher planning, data all of that type of stuff. You couldn't pull the teachers away from doing things to improve instruction. So that one result was used for districts to create the time. There are other ways to do it, you can block schedule at the elementary level so that every grade level has a block of the time. But that was an outcome so we know that in effective schools time makes a difference. Absolutely food for though. Awesome two more. Did you guys just socialize on me? Vision from the top down. Absolutely and articulating it clearly.

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Dr. Batsche: And not blinking. Don't blink. Because when I've been in those positions and we're not getting the data we want as fast but everything is in place it should work. If I backed off a nano amount, it would have gone down the tubes. So you can't do that. You're not always gonna be right, but you know that at the point you have to keep the momentum going. So you can't blink. You can acknowledge, you can affirm, you can be empathetic, but keep your eye on the ball. Leadership, leadership, leadership, planning and scheduling. One more. These are awesome obstacles. A system of schools as opposed to a school system. Well that's ideal and our data show that when you allow schools to operate without any kind of stuff we've been talking about, you get schools all over the place.

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Dr. Batsche: So here's a response back. Can you say in your school system that regardless of where a parent chooses to live and send their kid to school, the student's trajectory will be the same? And if we can't, then we have to work on that. Okay. One more, is that it or am I pushing for five?

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Dr. Batsche: Exactly the principal not being out in the trenches, so when you do your training and I'm going to back to the behavior side of this. I don't know why I keep pointing over there, but I do. If you do your training as spray, pray and go away, okay. You spray the whole crowd, you pray you got something, and then you go away. Why do we do staff training for adults using every practice we would be fired for if we did it for kids. So that's one of the issues, so how do you use your technical assistance and support, something we'll talk about tomorrow. Different kinds of technical assistance and support for this model.

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Dr. Batsche: But here is, I'm gonna go to the behavior side. As a building principal until I was one, I didn't understand how little, how few sources and how little reinforcement teachers had available to them. Who's gonna reinforce em' the kids, I mean they'd value that but they're not gonna, their colleagues if they leave their classroom they get in trouble. So what is the system of not only providing guided feedback, but just pure reinforcement. If you want somebody to change their behavior, strengthen their behavior, what we know is with kids if you're teaching a kid a new behavior. And you want that behavior to accelerate, you need the Madsen and Madsen research, you need to a five to one reinforcement to negative consequence ratio.

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Dr. Batsche: Once you get the kid performing it you can drop down three or four to one. And it has to have a least two to three to one to be maintained. How are we doing that with our staff? Well they're supposed to reinforce themselves. Not for what we pay em'. So the bigger issue for me in addition to technical assistance is how do they feel good, what are their sources of reinforcement for doing this? So the strategic plan for implementation is not just professional development, not just checklists, but the technical assistance and follow-up, and the reinforcement to strengthen the behavior. So the facilitators at our school based meetings, and this is formulaic. Just kind of like it is when I was a building principal we had a guideline. We want every interaction between a parent and a teacher to be three times as positive as it is negative.

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Dr. Batsche: So that when the parent gets a phone call they anticipate something good, at least that way they'll answer the phone. So when we're giving feedback for people at the table when we're problem solving one of the things we train our facilitators to be sure happens is lot of reinforcement for appropriate problem solving. Cause a lot of times you get people sitting, like I ask you the obstacles, you're all sitting there. Well

you wrote something down I went to every one of your tables had awesome discussions, and my granddaughter tells me every day that sharing is caring papa. So, so the issue is how do we support these new human behaviors, that's got to be explicit, purposeful, strategic? It's not just doing this stuff, these are people involved. So we don't want to forget the behavior, everything about how behavior is taught. How it strengthens, how it's maintained.

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Dr. Batsche: What is inspected is respected. What is reinforced is strengthened, and differentiation of that, we have to make it very clear the difference between what is reinforced, inspected respected, and what is not. And if that is not clear then re-enforcers lose their value. So I think that that's a very important reflection. Okay, moving on. Can we move on? I tell you what I think I'm gonna do is do a few generic things with you. Would you like to get out a little early? I'm projecting. So, Doug and Cindi, we're not into length of time, we're into skill development, and once the skills have been developed we don't have to keep the time. How many of you are feeling highly skill developed? All right.

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Dr. Batsche: I want to go over just a couple of things. We already know what the problem solving process is, our data are very specific. The biggest problem is step two. I almost wanted to say to this table, but I was supposed to be listening and facilitating, they were talking about some stuff. The reason problem-solving step 2 is so tough, so what is it we want kids to be able to do? Why are they unable to do it? If people cannot come up with viable hypothesis about why kids can't do that, they're in lies the rub as to why those kids are not getting any better. So your referrals for problem solving reflect the professional development needs of your staff. How many of you believe that some teachers will refer every kid if given the opportunity? How many of you know teachers who will never refer a kid even if a kid tied that person up with Velcro and duck tape.

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Dr. Batsche: However, when both of those refer in one case everybody, in one case seldom, when they do the same process operates. When a teacher perceives that the needs of the kid exceed the resources available they refer. Teachers who don't refer as much probably had more resources than teachers who refer more if it's not an attitude issue. So therefore when teachers ask for help, they're saying I'm asking you for help because I don't know what to do about this. So we analyze our referral, not for special Ed, but referral for problem solving data every year to look at the high incidence

referrals. And we find that 35% of kids referred for academic issues revolve around the same few things.

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Dr. Batsche: The behavior issues you know what the behavior issues are. So if you tie your professional development to increasing their capacity to deal with those issues. You've now pushed back down the skills back to tier 1. And it's a very evidence based process for doing that. So you can also, I mean sitting around the table, and I don't know, I think Scott or somebody mentioned something that triggered that thought. Was if everybody sits around looking at each other, one of two things is occurring. One, they don't want to participate for whatever reason, or two you have have the wrong people at the table. So we have one team in every building, we don't have behavior team and academic team. We have one team with a core membership on it, and then the just in time membership relates to the problems that are being addressed. One team.

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Dr. Batsche: Somebody has to have helicopter view of what's going on in the building. If you have a bunch of different teams then nobody's gonna get the big picture. Plus it's not gonna integrate. So this problem analysis is really tough. The other thing is that when hypothesis are developed, you have to have somebody there to guide the good hypothesis. So well it's because he's ADHD. Okay so why is he not able to stay in his seat, he's ADHD. How do you know he's ADHD? He's not able to? What's the issue with this kid? The kid needs SLD. Why does the kid need a specific learning disabilities, why does the kid need SLD placement? Because he can't read. Why can't he read? Because?

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Dr. Batsche: So the issue with the hypothesis, with those hypothesis is they have to instructionally focused. They have to be; if they were true it would guile us to instruction. That way you're implementation plan is data based. So we'll talk a little bit more about that. So for our skill training, getting to that protocol. We want to be sure we have skills steps that define each one of those behaviors, and I'm sure you do too. But here is the cool part of it. Whatever you're using our research and that of Wayne Sailor and that of other people is really clear. The more steps that are completed in the problem solving process, the greater the outcomes in student performance. This is not a research exercise, it's not a fidelity exercise, the more steps you do the greater the likelihood is the kid will respond. So where are the glitches here? The glitches are we skip problem analysis and we just pick interventions.

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Dr. Batsche: And then we implement interventions without fidelity. Those are the two lynch pins here. So let me ask you this question, how many of you have kids? Come on hand ways up, do you forget? How many more, somebody's going I'm trying I'm trying. Only one of them I like the other three, it's that one that's a problem. Or your grandkids. My son-in-law is a physician, and he and I; he's a really bright guy. He's really down to earth; you would never know that he is as competent as he is. And he really loves psychology, so he's always saying things to me like, George I think on average 50% of my parents; he's a pediatric guy. Actually he's a pediatric facial surgeon, so he does a whole range of things. But he says, I think half of my parents are compliant with giving the prescriptions to the kids.

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Dr. Batsche: He says, "So they come back to me and said it didn't work, and if I say to them did you give em' the medication. And they say no then they're gonna feel awful." He says, "So they say yes, and if I challenge em' on it then I'm accusing them of lying." So this issue of fidelity so you take your kid or your grandkid to the doctor. The kid's got a fever, all the stuff, the snot, everything that has been going on the last two months. What are they gonna give em' for the most part, amoxil. If it's cherry or strawberry it's amoxil. Ten days, whole bit, empty the thing, blah blah blah. At 8 days your kids is not responding, what are you gonna do? Call em' back, bring em' in, look at it again. Physician has to assume it was done with fidelity.

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Dr. Batsche: Not gonna give more amoxil; the parent would think you're stupid. That didn't work the first time, lets try it again. So they give Ceclor, that's the banana. So if you have banana it's Ceclor, so they give you Ceclor for ten days. Day six the kid is still really sick, now 8 and 6 is 14, the kid has been sick for two weeks. What are you starting to think? Huh what are you starting to think? Doctor doesn't know what he or she is doing, but what is also in the back of your head? Something is really wrong. And now what are you gonna do, you're gonna go to a specialist. Because you're worried that something is really wrong, and that you're not capable of taking care of it. So fast-forward to a school whether it's academic or behavior.

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Dr. Batsche: We develop interventions poorly, they don't work. I have yet to see a teacher say I think you're giving me interventions that don't work. They may not agree with them but they certainly don't think that you're intentionally giving them stuff that doesn't work just to increase their frustration for coming to a problem-solving meeting. We'll fix him, we're gonna accelerate this behavior. Accelerate; yeah well come kids are a little backwards, so every time the kid gets out of the seat, we want you to heavily reinforce him. I know that's counter intuitive, but go ahead and do that okay. We're not gonna do that. So the kid doesn't respond. The teacher will come back to the team again, get another set of interventions, now they're not responding. Now what is the teacher beginning to think about the kid? It's a serious problem, and what are they thinking about their ability to be successful with this kid? Right I believe most teachers refer kids out not for all the nasty reasons we think, but because I don't know very many teachers who want to feel badly about not being able to help a kid.

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Dr. Batsche: But what if those intervention didn't work because they were never developed and implemented very well. And I can tell you a whole slew of kids have gone to special education or that reason. So we have to think about the attributions that go on in parents and teachers' head when interventions don't work. So we have to use a method that ensures the highest probability that they will. And that's what this process is. So we're gonna talk more about that later. I already talked about that. Let me hit sufficiency, and then that's a good stopping point. We already talked about the reason for it. Now, you know what, we'll, we'll hit that later.

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Dr. Batsche: The skills of it later, we already talked about the things on that slide. Implementation data, I am gonna show you data tomorrow about the relationship between high levels of implementation, low implementation, staff beliefs, and student progress. But to cut to the chase, higher levels of implementation, comparing high implementing buildings with low all RtI, MTSS buildings. High with low, both buildings grow, that sounds odd. It rhymed it wasn't supposed to, but the high implementing buildings, kids grew 50%; their growth rate was 50% higher than low implementing buildings. And with our perception or practices scales, the teachers verified they had more support in high implementing buildings. That there was support for fidelity of implementation, so the teachers reflections on this said, we had to do more but we go the support do it. That's really important.

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Dr. Batsche: You have SAPC (?) data, you have benchmarks of quality data, you have a variety of ways to do this, and we will talk about how to integrate that stuff tomorrow. We already talked about the other things. This is the core set of skills that all staff need to have. We'll identify specifically what those are. Give you one example the problem solving process. What is our goal for that? Every person in the building asks the four questions when they're confronted with a problem. What do I want the kids to know and be able to do? I go to the standards for that. For behavior it will depend upon what the behavior is and the context of the behavior. Why are they unable to do it? What are we gonna do about it, and did it work? And we cycle that process. So here, we're gonna start with a reflection tomorrow. Here are the alignment areas that we're going to spend some additional time on.

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Dr. Batsche: And I'm gonna ask you to do a reflection for each of those areas for both sides of the equation. But you know what, it's ten till; you've been awesome today. And I suggest you go and get out of here.

Dr. Cave: Thank you, thank you, thank you, George and I know that it's been a really wonderful creative day, and ya'll are so full of energy from this. So go forth and have some fun, and we'll see everybody tomorrow morning. Remember it starts at 8:00. Not 8:30. We changed it to 8:00 so we can end sooner, so we're looking forward to seeing all of you tomorrow, thank you George. Thank you.